

# Unit 1.6: *People and Worship*

Do you need to go to a religious building to worship?

## About the Unit:

This unit offers opportunities to identify and name places of worship and their key features. It may be usefully linked to cross-curricular studies within the locality, and should start from the pupil's personal experience.

## Where the Unit fits:

This is the first time that children are formally introduced to buildings as places of worship and the religious families that worship there. It provides a basis for the following unit of work 2.1 *What Makes a Family?*

## Key Vocabulary:

church, chapel, temple, synagogue, mandir, mosque and the terms associated with them; priest, minister, imam, rabbi and names of their respective garments and artefacts, service (of worship), service (to the community)

## Suggested Resources:

first-hand experiences of a place of worship, together with suitable artefacts, a variety of music used in places of worship

## Levels of Attainment:

Level	AT1 (Knowledge and Understanding)	AT2 (Reflection and Response)
1	Talk about a special place they have visited e.g. place of worship and say what happens there	Begin to understand that special places are not all the same
2	Identify what makes a place of worship special to a member of a faith group	Describe/consider what people do in special religious places e.g. pray, sing, special ceremonies
3	Make links between places of worship and to know some of the artefacts they would find there	Compare what people do in different places of worship and how this makes them feel

## Points to Note/Further Suggestions

It is useful to brief the faith leader, or someone else who is going to show you around the chosen place of worship, about the objective of your visit in advance, so that together you make maximum use of the learning opportunities whilst you are there.

Children should ideally be familiar with some of the terminology and the extent of the building before they set off, and then it is most beneficial to let them wander freely, as far as supervision allows, absorbing the atmosphere and forming personal impressions of the building. It is helpful to have someone who worships there to be available to answer questions as the children look around.

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Teaching Objectives	AT1 Learning Outcomes Knowledge & Understanding	AT2 Learning Outcomes Reflection and Response	Teaching Activities
Children should have opportunities to:	Children should be able to:	Children should be able to:	
<p><b>PEOPLE</b> (4) learn about religious leaders in the community</p> <p><b>PLACES</b> (1) explore the idea of special places  (2) consider the respect shown to symbols and artefacts in their usual surroundings  (3) consider a local place of worship</p> <p><b>WRITINGS</b> (4) observe special writings in their usual surroundings</p>	<p>(g) give an example of a role of a religious leader</p> <p>(b) suggest reasons why a variety of places are special to members of faith groups</p> <p>(c) recognise important symbols or artefacts found in a religious place</p> <p>(e) name the building and the group of people who worship in a local place of worship</p> <p>(g) recognise how special books and writings are used and by whom</p>	<p>(g) express their feelings about the role of a religious leader</p> <p>(b) talk to someone else about their special place and respond sensitively</p> <p>(c) talk about something special to other people</p> <p>(e) share how they feel and think about a local place of worship through a creative context</p> <p>(g) listen carefully to a special piece of writing and talk about what it means</p>	<p><b>Connect</b></p> <ul style="list-style-type: none"> <li>Share ideas about our own 'special places'. Are there any special objects? What do we wear in our special place? Who comes to this place? How do we feel when we visit? Does anybody pray in there? Do any celebrations take place there?</li> <li>Look at a collection of pictures of people at worship in the home and in places of worship, and ask questions.</li> <li>Compare your special place with a place of worship.</li> </ul> <p><b>Consider and Respond</b></p> <ul style="list-style-type: none"> <li>Prepare questions to ask during a visit to a place of worship.</li> <li>Visit a local place of worship and/or watch a video showing such a place.</li> <li>Listen to someone there talking about why the place is special and what goes on each day.</li> <li>Look at the building/furniture/artefacts/ornamentation/vestments closely. Name/handle/smell/hear things as far as possible. Take particular notice of artefacts, including special books, and the ways in which these are cared for.</li> <li>Hear a reading from a special piece of writing in the place of worship, and talk about its meaning.</li> <li>Name the objects found in the place of worship, e.g. hassocks, banners, vestments. Sort and match pictures and names.</li> <li>Each pupil chooses an artefact used in a place of worship which they like, and shares their thoughts with a partner.</li> <li>Listen to different types of music heard in a place of worship (chants, plainsong, organ music, joyful, sombre, etc.). Talk about the music and what they enjoyed about it.</li> <li>Collect pictures of special people associated with the place of worship showing the role they play there. Create a montage.</li> </ul> <p><b>Celebrate and Reflect</b></p> <ul style="list-style-type: none"> <li>Plan a celebration to be held in a place of worship, school or classroom, e.g. a 'thank you' celebration, a 'friends' celebration, a 'wonderful world' celebration, an 'end of year' celebration. Include music, reading, art, dance/drama, dressing up, the use of artefacts and procession.</li> </ul> <p><b>Review</b></p> <ul style="list-style-type: none"> <li>Draw, write and talk about a favourite memory of the place of worship.</li> </ul>

Recommended teaching time: 1 hour per week over half a term.  
At least one visit to each section of the *Teaching Activities* is recommended.

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